

School Year: **2024-25**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Conejo Academy of Leadership and Language Immersion	56 73759 6055933	9/4/2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Conejo Academy of Leadership and Language Immersion for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Conejo Academy of Leadership and Language Immersion for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the ongoing process of improving student learning.

Conejo Academy's SPSA embodies the values identified in the school's Vision and Mission:

Vision: All students deserve an equitable, high-quality and safe education that honors and represents their linguistic, cultural and personal assets, in order to discover and develop their personal voice and realize their full potential.

Mission: Conejo Academy's mission is to provide an innovative and inclusive instructional model through a multilingual, multicultural and leadership lens that is built on respect, high expectations, continual reflection and synergy between students, staff, families and the community. Through this model, we will empower scholars to develop self-efficacy, empathy and excitement about learning, growing and impacting the global community.

To ensure our school is effectively meeting ESSA's planning requirements in alignment with the LCAP and federal, state and local program, we engage in a continuous cycle of:

Collecting Data - Conejo Academy utilizes multiple means to collect data, including parent survey (online and paper), Measurable Results Survey (spring, through Leader In Me), discussions during parent-teacher conferences, parent committees (such as PFA, SSC, Thursday evening tutoring/classes), parent feedback forms after school-wide events, and there is always an open communication channel between parents and school using class apps, email, phone calls and office walk-ins.

Collaboration - Conejo Academy's collaboration begins with our school families. They are invited to every School Site Council meeting for input and our English Learner Advisory Committee. Parents also attend workshops during our Thursday evening tutoring with our Outreach coordinator, collaborate with our TOSA for events such as Global Citizens Day and Field Day. Families and teachers also collaborate to create unique experiences for our students (both in the classroom and school-wide), such as Hispanic Heritage Month and Día del Niño. Within the Southern California community, Conejo Academy also collaborates with community groups, such as Adelante (to nourish our families), Assistance League for supplying clothing and unique needs of students, and Conejo Rec and Park. Conejo Academy also has a life skills program which offers unique opportunities to collaborate with Ventura County Credit Union, Grocery Outlet, Conejo Church of Christ and Warford Farms.

Analyzing Data - A critical piece of the teaching cycle at Conejo Academy is analyzing data to drive instruction. Some of this includes identifying key data sources, such as student achievement data (benchmark testing, Smarty Ants progress and classroom observations and student work. We weekly review attendance and behavior data, as well as track subgroups such as ELLs, students with disabilities and socio-economically disadvantaged students. Analyzing Data is such an important part of our school, our students learn how to collect data from our weekly Spirit Wear days and analyze the data to find our winning class!

Goal Setting - At Conejo Academy, goals are referred to as "WIGs" - Wildly Important Goals. Our school has a WIG, which aligns to each classroom's WIG, which supports the needs of our individual WIGs for each child on campus. A child's individual goal is developed with the child and teacher together. Students track lead measures toward their goals daily and we host celebrations when students meet their goals. Additionally, teachers each have a WIG, to model the goal-setting and goal-getting process. These goals align with their teacher evaluation, student instructional needs and CVUSD goals. This entire process follows the 4DX model of goals (setting specific, measurable, achievable, relevant, time-bound), with measures and accountability.

Prioritization - Our goals of prioritization are to focus our resources, time and efforts on the most important areas that will have the greatest impact on student success. First we identify critical areas. For example, we prioritize attendance.

Students have their own attendance tracker and we have on-going attendance celebrations, honoring progress and achievement. Focusing on high-leverage areas and addressing root causes leads to success as our teachers analyze data in their three leadership area teams (Leadership, Culture, Academics). These three teams set, track and create plans for improvement and mastery throughout the year.

Planning - As a DLI school, our planning process is an integral part of student success. Grade levels analyze state standards in their teaching, then meet for vertical alignment across the school to ensure instruction is delivered with fidelity. Spanish and English teachers meet weekly to plan instruction that supports learning proficiency in both languages, as well as utilizing BeGLAD strategies in their classrooms which support English language learners, neurodivergent learners and students identified with learning differences. Our Leadership, Culture and Academic teaching teams also meet to create school-wide lessons of our Leader In Me program, delivered during our weekly Leadership Block instructional time.

Implementation - Implementing instruction at Conejo Academy begins with our Five Core Paradigms:

Paradigm of Leadership: Everyone can be a leader.

Paradigm of Potential: Everyone has genius.

Paradigm of Change: Change starts with me.

Paradigm of Motivation: Empower students to lead their own learning.

Paradigm of Education: Educators and families partner to develop the whole person.

This leads our interactions with students and implementation of instruction. Teachers deliver core curriculum, SEL lessons, ELD time, integrated visual/performing arts and leadership lessons, integrated with their forward thinking of developing the global citizens of our future. Teachers utilize unique strategies and create experiential learning with events such as living museums, farm-to-table gardening, canned food drives, Meals on Wheels crafts, field trips to the senior living facility, and school-wide book studies (with families reading at home).

Evaluation and Revision - At Conejo Academy, we align with Dr. Steven Covey's See-Do-Get Model. This theory of change describes how we see the world or situation around us determines what we do, and what we do determines what we get, or the outcome. Because of this, the evaluation and revision process is an essential piece of our school year. Teachers spend time weekly reflecting on their paradigm, process and results. This allows space for change and innovation in their teaching. Teachers meet with the principal monthly to review progress and practices, along with mandated observations and evaluations. Academic Specialists meet with the principal and TOSA every eight weeks to evaluate, review and revise instruction and needs. Our students also go through a self-evaluation process during Trimester 1 goal progress checking with their parents (during our Student-Let Conferences) and upper-grade students have a second set of Student-Led Conferences with their parents in the spring. Additionally, all teachers, parents and upper-grade students take part in our Measurable Results Survey in the spring. The results of this give us information about our personal effectiveness, interpersonal effectiveness, staff voice collective efficacy, instructional efficacy and student-led practices. This evaluation is reviewed by all staff and is used to drive decisions on instruction and our SPSA.

Educational Partner Involvement

How, when, and with whom did Conejo Academy of Leadership and Language Immersion consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

2/13/24 Reviewed Trimester 1 Data with Staff and identified learning goals for targeted students

2/3/24 Met with 3-5 grade teachers to discuss the student's instructional needs and identified new intervention tools

4/9/24 - Reviewed Trimester 2 Data with Staff and created action plans for targeted students

4/17/24 - SSC discussed progress towards 23-24 goals using T2 Data

5/2/24 Met with the Director of Multilingual Learners and Assistant Superintendent of Student Support Services - Discussed EL data (success, gaps in services and next steps).

6/4/24 Shared progress towards EL goal with families during ELAC meeting

5/28/24 Met with Bilingual Facilitator to review ELPAC scores.

6/20/24 Met with Attendance Counselor to discuss how to further increase ADA and reduce Chronic Absenteeism.

8/1/24 Met with the TK-2nd grade team to revise the the DLI language allocation plan. This will help maximize instructional time.

8/9/24 Met with the 3rd grade team to discuss the 2nd grade end of the year data. Identified targets for the start of the year and resources.

8/20/24 Reviewed Trimester 2 Data with Staff and identified specific actions to support English learners

8/23/24 Parents provided feedback regarding parent support and student wellbeing during Coffee with the Principal

8/25/24 Parents were encourage to encouraged to provide feedback using a google form
8/27/24 SSC Reviewed end of the year data
9/4/25 SSC approved the SPSA

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The rate of chronic absenteeism drastically increased at Conejo Academy after the COVID-19 pandemic. As a school community, we are rigorously identifying and addressing the barriers affecting school attendance for all students. However, the groups with the most significant growth in chronic absenteeism, which qualify for Additional Targeted Support & Improvement (ATSI), are Students with Disabilities and White students.

The local barriers that we have identified as a school are:

Illness and families being unsure when their children can return to school

Mental health needs, including anxiety and school refusal. We have seen an increase in the last three years.

Family and home challenges such us unstable housing, traumatic events, lack of transportation, and domestic disputes

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Language Arts - Red

Math - Orange

Chronic Absenteeism - Red

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

White students scored orange in Suspension Rate, which is two or more performance levels lower than All Students who score Green

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Achievement of ELs and Hispanics, SED in English Language Arts as indicated by the rate of students who are meeting or exceeding the targeted CVUSD end of year benchmarks.

Achievement of ELs and Hispanics in Math as indicated by rate of students who are meeting or exceeding the targeted CVUSD end of the year benchmarks.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Conejo Academy of Leadership and Language Immersion. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.45%	0.42%	%	1	1	
African American	1.80%	0.42%	0.80%	4	1	2
Asian	0.90%	2.11%	1.99%	2	5	5
Filipino	%	0.42%	0.80%	0	1	2
Hispanic/Latino	81.08%	81.01%	80.88%	180	192	203
Pacific Islander	0.45%	0.42%	%	1	1	
White	12.16%	12.66%	13.15%	27	30	33
Multiple/No Response	3.15%	2.53%	2.39%	7	6	6
Total Enrollment				222	237	251

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	72	45
Grade 1	27	42	52
Grade 2	26	24	37
Grade3	40	26	26
Grade 4	32	42	28
Grade 5	50	31	42
Total Enrollment	222	237	251

Conclusions based on this data:

1. Enrollment has increased by 13%
2. Subgroups percentages are consistent

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	120	122	124	48.8%	54.1%	49.4%
Fluent English Proficient (FEP)	20	25	25	13.5%	9.0%	10.0%
Reclassified Fluent English Proficient (RFEP)				2.4%		

Conclusions based on this data:

1. The percentage of English Learners fluctuate slightly every year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43	28	26	39	27	26	39	27	26	90.7	96.4	100
Grade 4	36	41	28	33	40	28	33	40	28	91.7	97.6	100
Grade 5	49	34	42	47	32	41	47	32	41	95.9	94.1	98
All Grades	128	103	96	119	99	95	119	99	95	93.0	96.1	99

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2368.	2371.	2382	7.69	7.41	15	15.38	18.52	8	17.95	18.52	27	58.97	55.56	50
Grade 4	2393.	2390.	2438	0.00	2.50	18	18.18	10.00	29	21.21	27.50	4	60.61	60.00	50
Grade 5	2456.	2410.	2440	8.51	0.00	10	25.53	15.63	17	25.53	18.75	17	40.43	65.63	56
All Grades	N/A	N/A	N/A	5.88	3.03	14	20.17	14.14	18	21.85	22.22	16	52.10	60.61	53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	*		51.28	*		41.03	*	
Grade 4	0.00	10.00		63.64	57.50		36.36	32.50	
Grade 5	12.77	0.00		65.96	46.88		21.28	53.13	
All Grades	7.56	7.07		60.50	54.55		31.93	38.38	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	*		33.33	*		58.97	*	
Grade 4	3.03	2.50		39.39	37.50		57.58	60.00	
Grade 5	6.38	3.13		51.06	37.50		42.55	59.38	
All Grades	5.88	4.04		42.02	39.39		52.10	56.57	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.56	*		79.49	*		17.95	*	
Grade 4	3.03	15.00		78.79	45.00		18.18	40.00	
Grade 5	6.38	9.38		72.34	62.50		21.28	28.13	
All Grades	4.20	12.12		76.47	56.57		19.33	31.31	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.82	*		51.28	*		35.90	*	
Grade 4	3.03	5.00		63.64	62.50		33.33	32.50	
Grade 5	8.51	3.13		68.09	53.13		23.40	43.75	
All Grades	8.40	3.03		61.34	58.59		30.25	38.38	

Conclusions based on this data:

1. Significant drop in # of student who met or exceeded the ELA standards
2. Most significant drop is in Listening: Demonstrating effective communication skills
3. Lowest area of achievement is writing

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43	28	27	42	27	27	42	27	27	97.7	96.4	100
Grade 4	36	41	30	35	41	30	35	41	30	97.2	100.0	100
Grade 5	49	34	42	47	34	41	47	34	41	95.9	100.0	98
All Grades	128	103	99	124	102	98	124	102	98	96.9	99.0	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2372.	2403.	2376	4.76	7.41	4	14.29	18.52	19	28.57	33.33	33	52.38	40.74	44
Grade 4	2412.	2406.	2427	2.86	4.88	10	8.57	14.63	10	40.00	21.95	37	48.57	58.54	43
Grade 5	2442.	2412.	2425	10.64	2.94	5	4.26	8.82	12	23.40	14.71	20	61.70	73.53	63
All Grades	N/A	N/A	N/A	6.45	4.90	6	8.87	13.73	13	29.84	22.55	29	54.84	58.82	52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.76	*		45.24	*		50.00	*	
Grade 4	8.57	4.88		40.00	36.59		51.43	58.54	
Grade 5	4.26	2.94		40.43	32.35		55.32	64.71	
All Grades	5.65	5.88		41.94	36.27		52.42	57.84	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	*		40.48	*		52.38	*	
Grade 4	5.71	0.00		42.86	41.46		51.43	58.54	
Grade 5	6.38	2.94		46.81	29.41		46.81	67.65	
All Grades	6.45	4.90		43.55	43.14		50.00	51.96	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	*		64.29	*		28.57	*	
Grade 4	5.71	4.88		45.71	43.90		48.57	51.22	
Grade 5	6.38	0.00		53.19	47.06		40.43	52.94	
All Grades	6.45	6.86		54.84	46.08		38.71	47.06	

Conclusions based on this data:

1. There was 3.31% growth in Math
2. Biggest Area of Need is Concepts & Procedures - Applying mathematical concepts and procedures

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1403.6	1422.2	1371.6	1421.5	1430.9	1384.8	1361.4	1401.7	1340.6	14	25	32
1	1427.5	1388.9	1443.6	1456.1	1412.5	1458.0	1398.4	1364.9	1428.8	16	14	20
2	1468.6	1469.7	1424.4	1486.2	1469.7	1452.3	1450.6	1469.3	1396.3	27	15	12
3	1484.8	1463.6	1478.7	1496.0	1460.2	1479.9	1473.1	1466.6	1477.0	21	28	16
4	1496.3	1505.0	1508.8	1498.6	1509.9	1502.3	1493.6	1499.7	1515.0	17	21	29
5	1512.7	1524.8	1519.6	1506.7	1521.0	1509.0	1518.3	1528.2	1529.6	31	18	17
All Grades										126	121	126

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	12.00	0.00	28.57	36.00	25.00	42.86	40.00	25.00	21.43	12.00	50.00	14	25	32
1	6.25	7.14	5.00	18.75	7.14	30.00	50.00	28.57	50.00	25.00	57.14	15.00	16	14	20
2	7.41	6.67	0.00	25.93	46.67	16.67	59.26	33.33	58.33	7.41	13.33	25.00	27	15	12
3	9.52	0.00	18.75	38.10	25.00	25.00	42.86	53.57	37.50	9.52	21.43	18.75	21	28	16
4	11.76	28.57	17.24	47.06	42.86	44.83	17.65	19.05	27.59	23.53	9.52	10.34	17	21	29
5	12.90	22.22	23.53	41.94	38.89	41.18	38.71	22.22	11.76	6.45	16.67	23.53	31	18	17
All Grades	9.52	12.40	10.32	34.13	33.06	31.75	42.86	34.71	32.54	13.49	19.83	25.40	126	121	126

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	16.00	0.00	28.57	36.00	28.13	42.86	36.00	25.00	21.43	12.00	46.88	14	25	32
1	25.00	0.00	15.00	6.25	28.57	50.00	56.25	42.86	25.00	12.50	28.57	10.00	16	14	20
2	37.04	20.00	16.67	25.93	33.33	25.00	33.33	33.33	41.67	3.70	13.33	16.67	27	15	12
3	28.57	10.71	37.50	47.62	32.14	37.50	19.05	42.86	12.50	4.76	14.29	12.50	21	28	16
4	29.41	47.62	48.28	41.18	42.86	27.59	23.53	0.00	6.90	5.88	9.52	17.24	17	21	29
5	32.26	33.33	41.18	54.84	50.00	35.29	6.45	5.56	5.88	6.45	11.11	17.65	31	18	17
All Grades	28.57	21.49	25.40	36.51	37.19	33.33	26.98	27.27	18.25	7.94	14.05	23.02	126	121	126

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	8.00	0.00	7.14	20.00	3.13	57.14	52.00	43.75	35.71	20.00	53.13	14	25	32
1	6.25	7.14	5.00	6.25	7.14	25.00	37.50	7.14	40.00	50.00	78.57	30.00	16	14	20
2	3.70	6.67	0.00	7.41	40.00	16.67	48.15	20.00	41.67	40.74	33.33	41.67	27	15	12
3	0.00	0.00	6.25	19.05	10.71	18.75	42.86	46.43	37.50	38.10	42.86	37.50	21	28	16
4	0.00	4.76	6.90	35.29	47.62	41.38	23.53	23.81	24.14	41.18	23.81	27.59	17	21	29
5	6.45	11.11	5.88	12.90	33.33	41.18	58.06	33.33	29.41	22.58	22.22	23.53	31	18	17
All Grades	3.17	5.79	3.97	14.29	25.62	23.81	46.03	33.88	35.71	36.51	34.71	36.51	126	121	126

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	28.00	0.00	78.57	64.00	59.38	21.43	8.00	40.63	14	25	32
1	31.25	14.29	45.00	62.50	71.43	55.00	6.25	14.29	0.00	16	14	20
2	25.93	26.67	8.33	62.96	66.67	83.33	11.11	6.67	8.33	27	15	12
3	28.57	17.86	31.25	61.90	64.29	56.25	9.52	17.86	12.50	21	28	16
4	41.18	61.90	37.93	47.06	28.57	48.28	11.76	9.52	13.79	17	21	29
5	6.45	22.22	41.18	87.10	66.67	41.18	6.45	11.11	17.65	31	18	17
All Grades	21.43	28.93	26.19	68.25	59.50	55.56	10.32	11.57	18.25	126	121	126

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	16.00	3.13	71.43	64.00	53.13	14.29	20.00	43.75	14	25	32
1	12.50	0.00	5.00	75.00	71.43	80.00	12.50	28.57	15.00	16	14	20
2	37.04	6.67	8.33	59.26	80.00	66.67	3.70	13.33	25.00	27	15	12
3	38.10	28.57	43.75	52.38	53.57	37.50	9.52	17.86	18.75	21	28	16
4	35.29	47.62	44.83	58.82	42.86	37.93	5.88	9.52	17.24	17	21	29
5	64.52	61.11	58.82	25.81	33.33	23.53	9.68	5.56	17.65	31	18	17
All Grades	38.10	28.10	26.19	53.17	56.20	49.21	8.73	15.70	24.60	126	121	126

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	8.00	0.00	71.43	84.00	56.25	28.57	8.00	43.75	14	25	32
1	6.25	7.14	10.00	37.50	14.29	40.00	56.25	78.57	50.00	16	14	20
2	7.41	6.67	0.00	37.04	73.33	50.00	55.56	20.00	50.00	27	15	12
3	0.00	0.00	6.25	57.14	39.29	62.50	42.86	60.71	31.25	21	28	16
4	0.00	0.00	10.34	58.82	66.67	62.07	41.18	33.33	27.59	17	21	29
5	6.45	16.67	5.88	61.29	55.56	64.71	32.26	27.78	29.41	31	18	17
All Grades	3.97	5.79	5.56	53.17	57.02	56.35	42.86	37.19	38.10	126	121	126

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	16.00	3.13	50.00	40.00	40.63	42.86	44.00	56.25	14	25	32
1	6.25	7.14	5.00	50.00	42.86	70.00	43.75	50.00	25.00	16	14	20
2	3.70	6.67	0.00	62.96	66.67	58.33	33.33	26.67	41.67	27	15	12
3	0.00	0.00	0.00	57.14	82.14	68.75	42.86	17.86	31.25	21	28	16
4	5.88	28.57	34.48	58.82	57.14	51.72	35.29	14.29	13.79	17	21	29
5	3.23	11.11	29.41	80.65	77.78	41.18	16.13	11.11	29.41	31	18	17
All Grades	3.97	11.57	13.49	62.70	61.98	53.17	33.33	26.45	33.33	126	121	126

Conclusions based on this data:

1. More students are earning 4s between 3-4 grade
2. 22-23 saw a huge increase in Kinder students who scored a 1 on the ELPAC

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
237	71.7	51.5	
Total Number of Students enrolled in Conejo Academy of Leadership and Language Immersion.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	122	51.5
Foster Youth		
Homeless	9	3.8
Socioeconomically Disadvantaged	170	71.7
Students with Disabilities	25	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian	1	0.4
Asian	5	2.1
Filipino	1	0.4
Hispanic	192	81
Two or More Races	6	2.5
Pacific Islander	1	0.4
White	30	12.7

Conclusions based on this data:

1. Hispanic, SED, EL, White and SWD are significant populations at Conejo Academy

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Blue		

Conclusions based on this data:

1. Chronic Absenteeism is an area of need. This was previously an area that had improved pre-COVID.
2. EL progress is a strength
3. ELA and Math continue to be areas of need.

School and Student Performance Data

Academic Performance English Language Arts

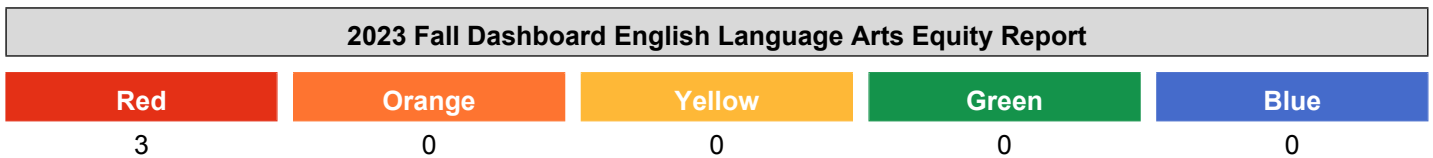
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>81.1 points below standard</p> <p>Decreased Significantly -20.2 points</p> <p>96 Students</p>	<p>English Learners</p>  <p>Red</p> <p>97.5 points below standard</p> <p>Decreased Significantly -15.4 points</p> <p>67 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>84.2 points below standard</p> <p>Decreased -7.5 points</p> <p>86 Students</p>	<p>Students with Disabilities</p> <p>133.4 points below standard</p> <p>Decreased -6.6 points</p> <p>17 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 86.6 points below standard Decreased Significantly - 16.2 points 86 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.6 points below standard Decreased Significantly -15.1 points 54 Students	1.4 points below standard Increased +14.2 points 13 Students	61.7 points below standard Decreased Significantly -24.8 points 24 Students

Conclusions based on this data:

1. Reclassified Students continue to outperform ELs and EO. This shows the benefits of being bilingual.
2. English Only Students had most significant drop on the dashboard.

School and Student Performance Data

Academic Performance Mathematics

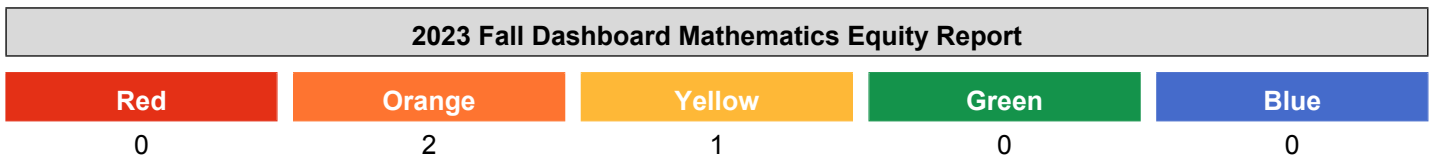
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 77.2 points below standard Decreased -6.1 points 95 Students	<p>English Learners</p>  Orange 92.2 points below standard Decreased -3.9 points 67 Students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 77.1 points below standard Increased +7.4 points 85 Students	<p>Students with Disabilities</p> <p>116.7 points below standard</p> <p>Maintained +0.8 points</p> <p>17 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 84.8 points below standard Decreased -6.7 points 85 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.1 points below standard Decreased -13.3 points 54 Students	14.1 points below standard Increased Significantly +47.6 points 13 Students	47.3 points below standard Decreased -4.3 points 23 Students

Conclusions based on this data:

1. SED and RFEP showed growth.
2. Hispanic students decreased the most.

School and Student Performance Data

Academic Performance English Learner Progress

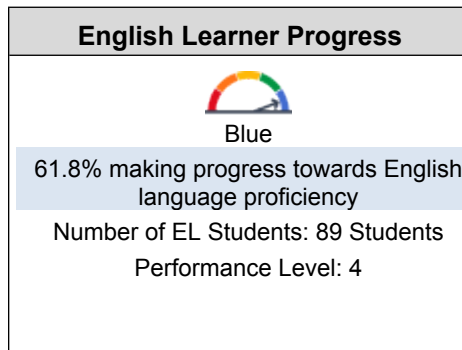
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	22	3	52

Conclusions based on this data:

1. Our percent of students making progress towards English language proficiency grew by over 10%
2. Majority (52%) of ELs are growing by at least one ELPI level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 35.3% Chronically Absent Increased Significantly 7.8 252 Students	 Red 32.8% Chronically Absent Increased 9.4 128 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
42.9% Chronically Absent Increased 32.9 14 Students	 Red 36.5% Chronically Absent Increased Significantly 8.1 203 Students	 Red 43.2% Chronically Absent Increased 7.1 37 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 34.2% Chronically Absent Increased Significantly 7.4 202 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Red 43.8% Chronically Absent Increased 14.7 32 Students

Conclusions based on this data:

1. This is area high need that needs to be addressed schoolwide.
2. Students who are Homeless had the greatest increase in Chronic Absenteeism, however, this group was not considered significant on the dashboard.
3. Students who are White had the greatest rate of Chronic Absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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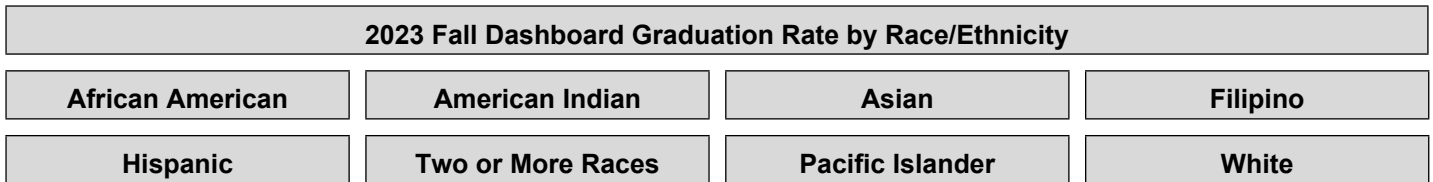
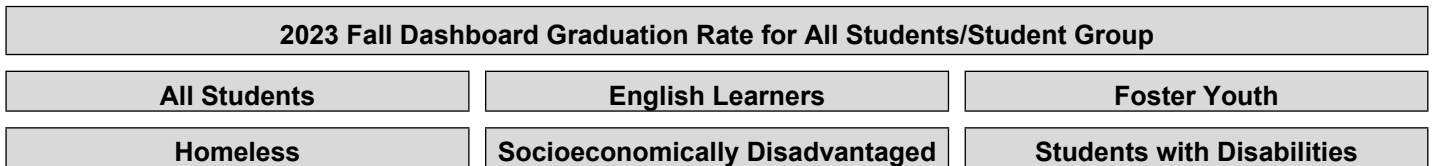
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

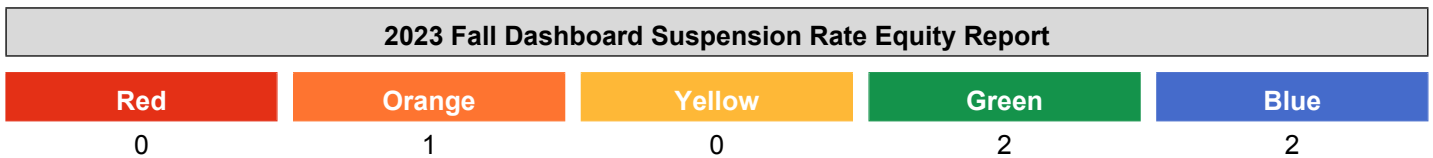
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.8% suspended at least one day Maintained 0 260 Students	English Learners  Green 0.8% suspended at least one day Maintained 0 130 Students	Foster Youth Less than 11 Students 2 Students
Homeless 0% suspended at least one day Maintained 0 16 Students	Socioeconomically Disadvantaged  Green 1% suspended at least one day Maintained -0.1 209 Students	Students with Disabilities  Blue 0% suspended at least one day Declined -2.8 37 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5% suspended at least one day Declined -0.5 209 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Orange 3% suspended at least one day Increased 3 33 Students

Conclusions based on this data:

- Overall suspension rate is low.
- The rate of suspension for White students increased.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family, Student, Staff and Community Engagement

As a Title 1 school with a significant population that experiences language, technology, and economic barriers, we must strategically identify and target the needs of our students and families. We need to create a collaborative bridge between school and home in order to increase the type of parent engagement that leads to greater student outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a Leader in Me School, parents, 4th -5th grade students, and staff are encouraged to complete the Measurable Results Assessment survey every Spring. The Measurable Results Assessment (MRA) is a survey and reporting system that provides our school insight into the attitudes and behaviors of students, family members, and staff. In June 2024r, the school's overall Leader in Me Score was a 82/100 points (increase of 1 points), placing us in the effective range. We also scored in the effective range within each discipline, Leadership and Culture. We scored a 78 in the area of Academics - Satisfactory.

By looking at the subcategories, we selected the following focus for the 24-25 school year:

- Family Engagement (Grew by 2 points)
- Community Engagement (Dropped 6 points)
- Student School Belonging (Dropped 2 points)
- Empowering Teachers (Dropped 3 points)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall MRA Score	82	84
Family Engagement MRA Score	87	90
Community Engagement MRA Score	81	83
School Belonging MRA Score	76	80
Empowering Teachers	77	80
School & Family Partnerships	72	77
Percent of all SWD spending 80% or more of their time in GE settings.	81.1	90%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Partnership with Franklin Covey's Leader in Me Provides TK-5 Curriculum that promotes SEL, Leadership, School Culture, Parent Engagement, Academic progress and personal growth	All White Hispanic EL SWD SED McKinney Vento Foster Youth	5225.00 Title I (0620) 5800: Professional/Consulting Services And Operating Expenditures Membership 864.01 OTRM 4000-4999: Books And Supplies Student Leadership Guides
1.2	Dedicated school TOSA to provide: Family training on the 7 Habits - Family Learning Night Provides PD to staff in the area of 7 Habits Facilitate Leadership opportunities for students Attends regional training Coordinates Action Teams Coordinates Lighthouse and Leadership Day Assists with the planning and implementation of family engagement event Support MTSS process Model lessons for teachers	All White Hispanic EL SWD SED McKinney Vento Foster Youth	132927 Title I 1000-1999: Certificated Personnel Salaries TOSA
1.3	Increase attendance at the Family Learning Nights by incorporating student presentations.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	

1.4	<p>Staff and students set and track school, classroom and personal wildy important goals that address leadership, culture and academics.</p> <p>Teachers incorporate 7 habits into their daily lessons and conduct classroom meetings to incorporate SEL.</p> <p>Classrooms select possible celebrations for meeting the targeted goals.</p>	<p>JAll White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>2600 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Classroom Celebrations</p>
1.5	<p>Create a safe and welcoming environment by teaching and practicing school-wide expectations: Videos to teach CHAMPS expectation Posters to reinforce on campus procedures Assemblies</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>200 0010 5000-5999: Services And Other Operating Expenditures Printing - Posters</p>
1.6	<p>Recognize parents, students and staff for their positive leadership contributions on and off campus.</p> <p>Weekly Welcome Habit Awards Bunny Bucks Volunteer Tea ELAC Meetings</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>250 0010 4000-4999: Books And Supplies Printing - Certificates</p>
1.7	<p>Additional Campus Safety Assistant hours to monitor students and facilitate healthy interactions between peers.</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>15000 Donations 2000-2999: Classified Personnel Salaries Campus Safety Assistant</p>
1.8	<p>Certificated and Classified staff will collaborate to identify and address student and family needs. Staff will make referrals to school-based and off-campus services. The outreach assistant will serve as the liaison between the school and families. The McKinney Vento and Foster-Youth advisor will conduct student and family check-ins throughout the year.</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>Title I (0620) None Specified School Counselor Wellness Clinician Outreach Assistant Districted Funded</p>
1.9	<p>At least 5 ELAC meetings will be scheduled throughout the year.</p> <p>The focus will be discussing the needs of English learners, parent engagement and navigating the school system. Community guest speakers and staff will provide parent education on various topics:</p> <p>The importance of attendance State Testing</p>	<p>EL Hispanic SWD</p>	<p>500.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Snacks Refreshments</p>

	<p>Language Census School Site Plan Goals Comprehensive Needs Assessment The 7 Habits EL Master Plan Reclassification process Services for English learners</p> <p>OA and BF will contact families to invite them to the meetings.</p>		<p>150 0010 2000-2999: Classified Personnel Salaries CSA for Childcare</p>
1.10	<p>Teachers and Principal will host Family Engagement Night</p> <p>Site will host 5 Family Engagement Nights to promote school-family connections:</p> <p>Possible Topics: Dia de Los Niños Celebration Hispanic Game Night Painting Night Cooking Math and Science Nights Lighthouse Celebration</p> <p>Supplies will be provided to families at no cost. The goal is to provide ALL families access to enrichment opportunities as a family. The FEN will promote family engagement in school and also as a family unit.</p>	<p>All Hispanic EL SWD SED</p>	<p>1000 0010 4000-4999: Books And Supplies Family Engagement</p>
1.11	<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project: - Semester 1 and 2</p> <p>Series of classes that teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family. The classes help both parents and school age children learn English vocabulary, together as a family.</p> <p>ELs families will be targeted but all families are welcome to attend.</p> <p>Classes will be taught in Spanish and English. Families will create an "album" that captures the families text- to self connections and what they learned as a family during the weekly classes.</p>	<p>All Hispanic EL SWD SED</p>	<p>0010 4000-4999: Books And Supplies See 1.10</p>
1.12	<p>Timely Communication with families.</p> <p>Principal, teachers and staff will engage in two-way communication with families via email, text, phone calls, meetings social media and message boards.</p> <ul style="list-style-type: none"> • Rabbit Report - • Blackboard Messages • Communication Folders • Student Agendas 	<p>All Hispanic EL SWD SED</p>	<p>498.71 OTRM 4000-4999: Books And Supplies Communication Folders 900 0010 4000-4999: Books And Supplies Student Agendas</p>

	<ul style="list-style-type: none"> Parent Conferences <p>BF and OA will make personal calls to families to encourage them to register for and attend the school events. Bilingual paraprofessionals and office staff will provide translation services to parents.</p> <p>BF and Bilingual Paraeducators will provide translation as necessary.</p>		
1.13	<p>The district outreach coordinator, school's OA, TOSA and the school counselor will offer parent education classes:</p> <p>Possible Topics Reading and Understanding Report Card Technology Classes Literacy Classes Social Emotional Support Mental Health ESL Latino Lit Project</p>	<p>All Hispanic EL SWD SED</p>	<p>100 0010 2000-2999: Classified Personnel Salaries CSA for Childcare</p>
1.14	<p>School will create partnerships with outside organizations in order to increase the services available at/near our campus:</p> <p>school supplies food distributions health screenings clothing vouchers technology devices</p>	<p>All Hispanic EL SWD SED McKinney Vento Foster Youth</p>	
1.15	<p>After School program will be offered at no charge to families. Program is an alternative to paid childcare.</p> <p>All families will be invited to enroll. If the program reaches program capacity, a waitlist will be created and special consideration will be given to the following groups: McKinney-Vento, Foster Youth SED, SWD, EL when openings are available</p>	<p>All Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>After School and Education Safety (ASES) None Specified RAS STAFF</p>
1.16	<p>Increase access to social emotional support by hiring a full time School Counselor and Wellness Clinician.</p> <p>School counselor will deliver Tier 1 SEL classroom for all grade levels every month and provide individual and small group sessions for 8 weeks.</p> <p>Wellness Clinician will provide individual and small group sessions to students needing more intense or additional support.</p> <p>Wellness Clinician and School counselor will serve ALL students, including SWD as a Tier 1 and Tier 2 intervention to help reduce the need need Mental Health Special Education services.</p> <p>Teachers will utilize SEL strategies to build community in classroom: 7 Habits CHAMPS</p>	<p>All Hispanic EL SWD SED McKinney Vento Foster Youth</p>	

	Brain Breaks Door greetings Community circles Sensory items in the classroom Flexible seating Leadership Block Extra Adult Support		
1.17	School will use other means of discipline in lieu of suspension when appropriate. Examples: Parent Meetings/Class Observations Community Service Restorative Practices Loss of Privileges MTSS Process Teachers will participate in Restorative Practices	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.18	Establish and implement CHAMPS practices in common areas (hallways and playground) to set consistent behavior expectations. Teach the expectations during the first 8th days of school. Revit as necessary.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.19	Offer a variety of Enrichment Opportunities and Supports for Students before/after school and during the school day: Example: P.E teachers General Education Teacher Folklorico Dancing Martial Arts Spanish Classes Choir - Hillcrest Arts Partnership Science Teacher Music Teacher Leadership Block Wellness Counselor School Based Counseling Assemblies Field Trips CRPD Classes on Campus Student Lighthouse Team	All White Hispanic EL SWD SED McKinney Vento Foster Youth	15000 Donations 5800: Professional/Consulting Services And Operating Expenditures Vendors and Specialist for Enrichment Classes 5000 Donations 2000-2999: Classified Personnel Salaries PE Academic Specialist 15000 Donations 1000-1999: Certificated Personnel Salaries Science Teacher 4000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Field Trips - Transportation 2000 0010 None Specified Field Trip Fees Admission 7200 Donations

			5800: Professional/Consulting Services And Operating Expenditures Martial Arts 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries General Education Music Teacher
1.20	<p>Leader In Me -Lighthouse Teams/Leadership Block Students will be grouped into 13 groups of 18-20 students in grades TK-5. Groups will meet weekly from 8:30-9:20 on Wednesdays. Students will participate in a cross-cultural community where they build lasting friendships outside of the classroom. Each student will stay in their assigned group while enroll at Conejo Academy. Each group will participate in the Weekly Welcome Assembly, Leader in Me Lessons, Team Building Activities, Accountability Check-Ins and Enrichment Opportunities.</p> <p>These groups will form the lighthouse teams (Leadership Team, Culture Team, Academics Team)</p> <p>Special Education Services (Learning Center, Speech, OT, etc.) will not be scheduled during Leadership Block so SWD can fully participate.</p>	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.21	<p>Staff will participate in Professional Development that targets the following areas:</p> <p>Diversity Equity and Inclusion Universal Design Lesson Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement Goal Setting BeGLAD</p>	All White Hispanic EL SWD SED McKinney Vento Foster Youth	<p>300 7EEF 5800: Professional/Consulting Services And Operating Expenditures Professional Development 400 4EEF 5800: Professional/Consulting Services And Operating Expenditures 20000 Title I (0620) 5800: Professional/Consulting Services And Operating Expenditures BeGLAD Services 3000 0010 None Specified PD Travel Exp, Registration, Subs, Etc</p>
1.22	Gather specific feedback from teachers, students and parents during meetings and through surveys	All White Hispanic EL SWD SED McKinney Vento	

		Foster Youth	
1.23	Incentives and supplies for student motivation, rewards and engagement: Examples: Red Ribbon Week Inclusive Schools Week Reading Awards	All White Hispanic EL SWD SED McKinney Vento Foster Youth	734 0010 4000-4999: Books And Supplies Incentives and Supplies
1.24	Provide Spanish-English translation at all events	Hispanic EL	300 0010 2000-2999: Classified Personnel Salaries Translation - Site Funded
1.25	Provide release time for teacher PD and collaboration. LIM Leadership Block Planning Release Days (Half Day Sub/Trimester) - Actions teams will address targeted metrics	All White Hispanic EL SWD SED McKinney Vento Foster Youth	4200 OTRM 1000-1999: Certificated Personnel Salaries Substitutes
1.26	Culture Team will create a system that will allow students be participate in self selected clubs during the school day	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.27	Teachers will plan and deliver units of study that focus on age appropriate like skills. Teachers will recruit parent volunteers to support instruction.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.28	The Volunteer Clearance Form will be sent home in the beginning of the year. Teachers will create opportunities for parents to volunteer in the classroom.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.29	School will promote student incentives for family attendance at events: <ul style="list-style-type: none"> • Principal for the Day • Lunch with Principal • Lunch with Teacher 	All White Hispanic EL SWD SED	Donations None Specified Incentives Donations

	<ul style="list-style-type: none"> Prizes 	McKinney Vento Foster Youth	
1.30	<p>Work with students, staff, volunteers to plan authentic ways to plan diversity and inclusion focus events: Examples: Hispanic Heritage Month Black History Month Lunar New Year Unity Day Pride Month Ability Awareness</p>	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.31	<p>Seek opportunities for our students to volunteer in/serve the community. This will be the focus Leadership Action Team</p> <p>Examples</p> <ul style="list-style-type: none"> Canned food drive Time for Change Grants <p>School will highlight these opportunities on social media, newsletters and student assemblies</p>	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.32	<p>Students will learn about 6 new countries per year during our TK-6 Global Citizen Rotations. Every student will have a "passport" to document to their learning for TK/K-6 grade.</p>	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.33	<p>Organize events that allow parents an opportunity to enjoy the campus with their students</p> <ul style="list-style-type: none"> Family Walk and Talk Family Lunch Classroom Presentations 	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.34	<p>Continue partnerships with local companies and community members that create unique opportunities for students that attend our school.</p> <p>Example - Bike Donation Savings Account for 3rd Graders Mock City Council at City Hall Career Day with Diverse Presenters</p>	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.35	<p>Create opportunities for teachers to share new learning, success, concerns with each other.</p>	All White Hispanic EL SWD SED	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our MRA score stayed the same, 82 and our goal was to reach 83 points.

Our Family Engagement and Student Goals scores grew by 2. The goal was to grow by 3 points. Our school partnership score remained the same.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Last year's plan included \$12,000 of additional campus safety hours that was going to be paid using donations, however, the additional hours were paid using district Title 1 funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Reduce the number of metrics and only use one tool to collect summative results.

The following strategies will be added this year:

1.26 Offering Student Clubs - Increase school belonging.

1.22 Gathering specific feedback from families, parents and students regarding needs. - Will help us identify strengths and opportunities to grow.

The following strategies were revised to be more specific or inclusive -

1.8 Staff collaboration

1.13 Targeted Family Education Courses and Support -

1.16 Increase in Social emotional Support

1.17 PD on Restorative Practices

1.31 Action Team Focus

1.34 Add Community Members, Classroom Presentations or Learning Events, Career Day Presenters

The following strategies were removed

Listing the implementation of the All Kids Bike Program as a separate Action - Part of 1.28

Identifying Room Parent -

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Attendance

Increase the school's Average Daily Attendance Rate and reduce the Chronic Absenteeism Rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the school's Average Daily Attendance Rate and reduce the Chronic Absenteeism Rate for students who are White, socioeconomically disadvantaged or a have disability. Last year we significantly improved out attendance for all subgroups by creating a school culture that celebrate school attendance and provide students and families the resources necessary to reduce the barriers the intefer with positive school attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Students who are identified as Chronically Absent	15.74	14
Percent of White Students who are identified as Chronically Absent	28.57	25
Percent of Students with Disabilities who are identified as Chronically Absent	24.4	22
Percent of Students who are English Learners who are identified as Chronically Absent	12.72	11
Percent of Students who are Socioeconomically Disadvantaged who are identified as Chronically Absent	16.8	15
Percent of Students who are Hispanic who are identified as Chronically Absent	14.2	13

Annual Average Daily Attendance	93.71	95
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Office Staff will run attendance reports daily, call parents when absent, enter data in the Q student information system	ALL SED SWD White African American McKinney-Vento	
2.2	Title 1 Counselor will provide individual and group attendance counseling sessions for students identified as chronically absent during the 23-24 school year. She will also frequently communicate with parents to address absences, celebrate progress, and identify family support. If families are experiencing hardships that may be impacting schooling (housing, food, clothing, etc.), she will work will Student Support Services to acquire the necessary resources.	ALL SED SWD White African American McKinney-Vento	
2.3	Title 1 Counselor and office staff will schedule monthly SART meetings for families who are at risks of being chronically absent.	ALL SED SWD White African American McKinney-Vento	
2.5	Office clerk, Outreach Assistant, Title 1 Counselor and principal will meet two time per month to monitor attendance, analyze reasons why students are absent and identify trends. New actions will be added to target latest trends.	ALL SED SWD White African American McKinney-Vento	
2.6	Provide education to families regarding attendance procedures and regulations and data updates. Explain the independent studies process early in the school year. Provide education to families regarding attendance procedures and regulations. Explain the independent studies process.	ALL SED SWD White African American McKinney-Vento	
2.7	School will conduct home visits	ALL	

	if families don't respond to phone calls/emails regarding attendance.	SED SWD White African American McKinney-Vento	
2.8	School will provide lice kits if families if family cannot afford to buy a kit.	McKinney-Vento SED	
2.9	The school counselor and the mental health clinician will support students who are exhibiting patterns of school related anxiety and refusal.	ALL SWD	
2.10			
2.11	<p>The Assistance League will provide Operation School Bell clothing vouchers for 210 students in the Fall. Students who are identified as SED and McKinney-Vento will be invited to participate in the program first.</p> <p>The remaining vouchers will be offered to rest of the families.</p> <p>If students need additional support during the school year securing clothing, teachers will refer the student/family to the Conejo Closet.</p>	SED McKinney-Vento ALL	
2.12	Track daily attendance in class in September to establish baseline for the year. Track ADA every month. Display data on scoreboard on campus and Rabbit Report.	ALL SED SWD White African American McKinney-Vento	
2.13	<p>Recognize and reward class with highest ADA during Weekly Welcome.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Supper Sally • Extra Recess • Prizes 	ALL SED SWD White African American McKinney-Vento	
2.14	During the Month of September, 2nd-5th grade will track attendance daily in their Leadership Binder TK-1 will track as a whole class. Throughout the year, classes with low ADA will develop goals.	ALL SED SWD White African American McKinney-Vento	
2.15	Weekly Classroom Recognition for Improving ADA	ALL SED SWD	

		White African American McKinney-Vento	
2.16	School will require a doctor's note for additional absences from students who have been marked ill for 14 days. Parents can bring student to school to be evaluated by health clerk if parent cannot schedule an appointment.	ALL SED SWD White African American McKinney-Vento	
2.17	SART meetings will be scheduled during parent-teacher conferences for families who are showing early signs of attendance concerns. Families who continue to show attendance concerns will be referred to the School Attendance Review Board	ALL SED SWD White African American McKinney-Vento	
2.18	Host special School Spirit Week that promote positive attendance before and after extended holidays and include incentives.	ALL SED SWD White African American McKinney-Vento	See Goal 1 - Incentives
2.19	Identify school-wide celebration for meeting ADA goal.	ALL SED SWD White African American McKinney-Vento	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Items for celebration
2.20	Create scoreboard to display monthly ADA rates and progress toward goals.	ALL SED SWD White African American McKinney-Vento	
2.21	Provide training to special education staff on how to address mental health barriers that impact attendance for some for Students with Disabilities	SWD	
2.22	IEP team will address chronic attendance concerns by identifying barriers, providing supports, creating goals and monitoring progress.	SWD	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We partially met this goal. We exceeded all our previous expected outcomes for our identified metrics that targeted reducing chronic absenteeism rates for students who are EL, SWD and White and ALL students. The rate of students who are white had the lowest decrease, 15.23%. The other identified groups decreased by around 20%

We also made significant growth in improving our average daily attendance but didn't reach the 95% as intended. Our new rate is 93.71%

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Additional actions and incentives were implemented during the 23-24 school year that resulted in great results. The incentives were funded using donations or by offering rewards that were free (extra recess, earning visits from a special stuffed animal "Super Sally"/ "Proactive Pete", etc.)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Are areas of improvement will remain the same, increase our average daily attendance and decrease our rate of chronic absenteeism. However the metrics we will use to measure growth this year will change. This year will focus on reducing the rate of absenteeism for ALL students (same), SWD (Same), SED (New), and White (Same). This year we will not use the rate of chronic absenteeism for students who are EL or Hispanic as metrics since we made significant growth last year with these groups and they are not part of the lowest performing groups. However, these groups will benefit from the strategies we use to address chronic absenteeism for ALL students.

The Following Strategies will be Removed

School will not provide COVID-19 test kits since isolation is no longer required.

Outreach Assistant will no longer contact families after 3 absences. Office staff and the Title 1 counselor will continue to contact families regarding all attendance issues. However, the Outreach Assistant will support the team as necessary.

The Following Strategies will be Revised

The PIP program will not be offered this year but we now have a full time mental health clinician and school counselor that will support support students' social/emotional needs, including needs that lead to attendance issues.

Strategy 2.2 now includes family support too.

Strategy 2.11 was revised because this year we will receive a limited number of Operation School Bell vouchers so will prioritize our students with the most need.

Strategy 2.15 was revised from monthly celebration to weekly recognition.

The Following Strategies will be Added:

Host special School Spirit Week that promote positive attendance before and after extended holidays and include incentives.

Identify school-wide celebration for meeting the ADA goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Language Arts

Increase the number of students who meeting or exceeding grade level expectations in Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Are main areas to target are reading fluency in the primary grades and reading comprehension in the upper grades. The subgroups we need target are students who Hispanic, SED and ALL.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 Trimester 3 Report Card Benchmarks	Kinder Overall ELA 73% ELA HFW 51% Overall SLA 65% First Grade Overall ELA 67% ELA Phonics 64% ELA Fluency 47% Overall SLA 64% SLA Phonics 75% SLA Fluency 42% 2nd Grade: Establish Baseline for DLI ELA and SLA	Kinder Overall ELA 75% ELA HFW 60 % Overall SLA 70 % First Grade Overall ELA 70% ELA Phonics 70% ELA Fluency 55% Overall SLA 70% SLA Phonics 80% SLA Fluency 50% 2nd Grade - Establish Baseline
CAASPP	3rd Grade: % of Students who Met or Exceeds Standards Overall 23% Hispanics 15% ELs 18% SED 14% SWD 0% 4th Grade: Overall 46% Hispanic 48% ELs ? SED 48% SWD 0% 5th Grade: Overall 27% Hispanic 26% ELs 6% SED 26% SWD 11%	Each significant subgroup will grow by 5%
Lexile Growth	Growth from BOY to EOY	Establish Baseline Using SRM
Reading WIGS	74% of Students met their end of the year reading goal	77 % of Students will meet their reading goal
Percent of IEP Reading Goals Met	57.1 of Archived Goals Met by the End of the Year	60% of goals will be met
Percent of all SWD spending 80% or more of their time in GE settings.	81.1	90

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Ongoing monitoring of reading skills</p> <p>K-2 Phonics/Benchmark assessment every trimester 2nd Grade will take the Lexile Test every trimester 3-5 Monthly Lexile Test</p> <p>Teachers will use the data to track the classroom's progress towards meeting their reading goal. Student progress will be shared with students and parents. Students will use their data to track their progress towards meeting their personal reading goal.</p>	<p>EL Hispanic SED ALL SWD</p>	
3.2	<p>Teachers will participate in PD Specific to DLI and EL support in order to support the development of bilingual and biliterate students.</p> <p>Ventura CABE Dual Language Network CVUSD Provided PD BeGLAD</p>	<p>EL Hispanic SED ALL SWD</p>	See Goal 1
3.4	<p>Staff and students will identify school-wide, classroom, and personal wildly important reading goal.</p> <p>At each grade level, lead measures(actions), system of accountability and celebrations will be identified.</p> <p>Progress toward achieving goals will be shared with the entire school community. We will have a school scoreboard. Classrooms and students will also have scoreboards. The school-wide scoreboard will be displayed on campus and shared in monthly parent notifications.</p> <p>Students will earn incentives when working towards and achieving goals.</p>	<p>EL Hispanic SED ALL SWD</p>	<p>Incentives See Goal 1</p>
3.5	<p>Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's (students who received 1s,2s or Ds and Cs). The intervention will be planned and monitored by the classroom teacher.</p>	<p>Hispanic EL</p>	
3.6	<p>School will establish a school culture that promotes literacy</p> <ul style="list-style-type: none"> Hosting spirit weeks tied to literacy 	<p>EL Hispanic SED ALL</p>	<p>2500 Donations 4000-4999: Books And Supplies</p>

	<ul style="list-style-type: none"> Share school-wide goals and progress Monthly communications about reading progress (ex Lexile scores) Share resources with families regarding reading programs Promote community based reading incentives Promote use of the Little Library on campus Community based reading incentives One Book, One School 	SWD	One Book, One School
3.7	After School Education Program will offer the academic support. Teachers will share daily homework assignments with the ASE staff.	EL Hispanic SED ALL SWD McKinney-Vento	See Goal 1
3.8	<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project (Semester 1 = 9 weeks, Semester 2 = 8 weeks)</p> <p>Classes teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family. The classes help both parents and school age children learn English and Spanish vocabulary, together as a family. ELs families will be targeted but all families are welcome to attend.</p>	EL Hispanic SED ALL SWD	See Goal 1
3.9	Teachers will utilize the Science of Reading resources included in the Wonders curriculum and will begin to review supplemental resources.	EL Hispanic SED ALL SWD	500 0010 None Specified Supplemental Resources (exp. books, TpT, printshop)
3.10	<p>Students will receive interventions services based on need. Academic Specialist will use interventions models that follow the Science of Reading. All students will have access to the necessary interventions (ELs, EOs and SpEd). Push-in and pull-model will be used according to student and cohort need. Academic Specialist will starts assessing and working with students two weeks earlier this school year. We will use the EOY intervention assessment as a baseline to identify initial groups.</p> <p>Intervention will be provided in Spanish and English for DLI students.</p>	EL Hispanic SED ALL SWD	19713.28 OTRM 1000-1999: Certificated Personnel Salaries Academic Specialist 11000 Donations 2000-2999: Classified Personnel Salaries Academic Specialist
3.11	<p>While students participate in PE and Music, 1st-5th grade teachers will receive one hour of collaboration per week to discuss/plan lessons that address the following topics:</p> <p>Science of Reading</p>	EL Hispanic SED ALL SWD	1000-1999: Certificated Personnel Salaries PE Teacher - District Funded

	<p>Diversity Equity and Inclusion Universal Design Lesson Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement Supporting English Learners and Dual Language Best Practices BeGLAD</p> <p>TK-Kinder Teachers will meet after the 1:30 release time.</p>		<p>0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Music Teacher - District Funded</p>
3.12	GATE facilitator will provide staff development on how to extend learning by incorporating GATE best strategies to daily lessons.	<p>ALL White Hispanic EL SED SWD</p>	<p>1437 Other 1000-1999: Certificated Personnel Salaries GATE Facilitator Stipend - District Funded</p>
3.13	Students in Grades 3rd-5th will practice their reading and critical thinking skills by engaging in class discussion regarding current events.	<p>EL Hispanic SED ALL SWD</p>	
3.14	Teachers will use BeGlad strategies to scaffold reading and writing activities at each grade levels.	<p>EL Hispanic SED ALL SWD</p>	
3.15	Teachers will send home monthly lexile reports to students in grades 3rd-5th grade	<p>EL Hispanic SED ALL SWD</p>	<p>70.00 0010 4000-4999: Books And Supplies Paper</p>
3.16	Promote a reading culture by implementing One School, One Book program. Every family will receive a copy of the same book and will have the opportunity to read along at home. Staff members will record themselves reading chapters so families can listen. Students can earn incentives.	<p>EL Hispanic SED ALL SWD</p>	<p>200.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Incentives</p>
3.17	The Dual Language Immersion Team teachers will collaborate to design benchmarks that target Spanish and English language arts standards.	<p>EL Hispanic SED ALL SWD</p>	
3.18	Promote and support bilingual literacy by adding more Spanish title books in the school library.	<p>EL Hispanic SED ALL SWD</p>	<p>5000 Other 4000-4999: Books And Supplies Laura Bush Foundation Grant</p>

3.19	3rd-5th Grade will utilize the Words their Way supplemental curriculum to improve spelling.	EL Hispanic SED ALL SWD	400 OTRM 5000-5999: Services And Other Operating Expenditures Words their Way Licenses - Additional
3.20	Teachers will use the Get, Do,See model to create targeted actions plans that address equity.	EL Hispanic SED ALL SWD	
3.21	DLI Staff will pilot supplemental enrichment and intervention curriculum.	EL Hispanic SED ALL SWD	
3.22	DLI Staff will use Q grading system to for Spanish and English grades.	ALL	
3.23	Teachers grade will use the Wonder Intervention curriculum to provide in class interventions.	EL Hispanic SED ALL SWD	
3.24	AS and Para will work with identified students, including ELs and SWD, on the grade level specific target standard (1st - HFW, 2nd Fluency, 3rd Fluency).	EL Hispanic SED ALL SWD	
3.25	A common online reading platform will be used K-5 students to target individual needs. Progress will be monitored by teachers and students will be celebrated for "leveling up". Platform will target Spanish and English literacy.	EL ALL SWD	6400 OTRM 5000-5999: Services And Other Operating Expenditures Amplify or other online platform for K-5
3.26	Kinder and 1st grade DLI students receiving 1's in the targeted Spanish Language Arts standards (Trimester 1) will be invited to attended Spanish Summer school. ELs will have priority and will families receive a extra reminders about enrollment and attendance.	EL Hispanic SED ALL SWD	8000 Title I (0620) 1000-1999: Certificated Personnel Salaries Spanish Summer School Teachers
3.27	Teach classroom lessons that address test taking stamina, reducing test taking anxiety and test taking strategies. Incorporate school counselor.	ALL	
3.28	In grades 3-5, offer incentives for positive attendance and effort during the testing window.	ALL	
3.29	1st-2nd grade teachers will have one release day per trimester to assess students. 3rd grade teachers will share 1 release day assess students. This will increase student focus and reduce distractions.	ALL	3600 0010 2000-2999: Classified Personnel Salaries Suns for release Days

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Kinder achievement went down.
2nd Grade's overall achievement in ELA grew by 10%
3 grade CAASPP scores dropped by 3%
4th and 5th grade showed significant growth in CAASPP.
EL CAASPP performance grew in 3rd-5th grade.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we will allocate funds for assessment teacher release days. This will allow teachers to test students in quiet setting without disrupting instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Change from ELA Goal to Language Arts since we also teach Spanish Language Arts in our Dual Language classrooms.

Strategies that will be added this year:

Teachers will use the Get, Do, See model to create targeted actions plans to address equity achievement.

Teachers will use BeGlad strategies to scaffold reading and writing activities at all grade levels.

2nd Grade will take the Lexile test every trimester.

AS will start assessing and working with students two weeks earlier and will use the EOY intervention assessment as a baseline to identify initial groups

Teachers grade will use the Wonder Intervention curriculum to provide in class interventions.

AS and Para will work with identified students on the grade level specific target standard (1st - HFW, 2nd Fluency, 3rd Fluency)

3rd-5th Grade will utilize the Words their Way supplemental curriculum to improve spelling

Strategies that will be removed:

LIM coaching day for teachers (TOSA will provide the PD)

3rd-5th grade teachers will utilize the CAASPP Interim Assessment 2 times per year to guide instruction and help students prepare for the May assessment.

One Book, One School as separate action - included in strategy 3.6

The wording on the following strategies was revised to match current programs

Monitor Lexia, Smarty Ants, and Imagine Learning, IXL use 1st-5th grade.

Recognize students who earn certificates during Morning Announcements

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

Increase the number of students meeting or exceeding the grade level math standards by the end of the year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the number of students meeting the targeted grade level math standards . Staff will target the discrepancy in achievement of English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	% of Students who Met or Exceeds Standards 3rd Grade Overall 22 EL 8 Hispanic 10 4th Grade: Overall 17 EL 10 Hispanic 14 5th Grade: Overall 17 Hispanic 18 ELs 6	The percent of students who Met or Exceed the Standards will increase by 3% Overall and for all significant subgroups.
Benchmark assessments	TK: Recognizes Numbers 0-10: 96% Kinder: Counts up to 100 Spanish: 77%	TK: Remain above 90% K-1st: Grow by 5%

	Recognizes Numbers (0-30) Spanish 87%	
	1st grade: Counts, Reads and Writes # 120 in Spanish - Establish Baseline	
	2nd Grade: Establish DLI Baseline	
Percent of SWD meeting or making adequate growth towards IEP goals.	50	55
Tri 2 Benchmark 3rd-5th Grade	3rd Grade: 44% Met or Exceeded on the EOY Math Benchmark 4th Grade: 35% Met or Exceeded on the EOY Math Benchmark 5th Grade: 43% Met or Exceeded on the EOY Math Benchmark	Grow by 3%
Tri 3 Benchmark 3rd-5th Grade	3rd Grade: 61% Met or Exceeded on the EOY Math Benchmark 4th Grade: 81% Met or Exceeded on the EOY Math Benchmark 5th Grade: 61% Met or Exceeded on the EOY Math Benchmark	Grow by 3%
IXL Diagnostic Growth	Establish Baseline for growth in 3rd-5th Grade	
Percent of all SWD spending 80% or more of their time in GE settings.	81.1	90

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Teachers will administer pre/post test to identify need for intervention and monitor progress. Teachers will meet with principal and academic specialist to review data and plan small group intervention	ALL	
4.2	Academic Specialist will provide push in or pull out intervention in 1st-5th grade.	ALL EL SWD	Academic Specialist - See Goal 3

	English learners and special education students will have access to this intervention in addition to the other services they already receive.		
4.3	1st-5th grade teacher will use IXL as a Tier 1 intervention in class for all students. Student will use IXL Math a 10-15 minutes daily to practice math.	ALL	
4.4	Newcomers will be provided translation support during assessments, including the CAASPP.	EL Hispanic	
4.5	Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.	EL Hispanic	
4.6	TK-5th Grade Teachers will utilize games, online platforms to practice math fluency. 2nd-5th grade teachers will use daily practice fluency practice to target weaker skills. Teachers will provide parents/guardians a lists of programs they can use at home.	EL Hispanic ALL	
4.7	1st - 2nd students will take the IXL diagnostic assessment at least 1 time per trimester. 3rd-5th grade students will take the IXL diagnostic assessment monthly and set growth goals. Assessment data will be used to plan and deliver targeted intervention.	ALL SWD	
4.8	Staff will participate in Professional Development that targets the following areas: Math Best Practices Diversity Equity and Inclusion Universal Design Lesson Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement BeGLAD	EL Hispanic ALL SED SWD	See Goal 1
4.9	Teachers will provide targeted small group math instruction/support in class 2-3x per week.	EL ALL SWD	
4.10	General math instructions will be delivered at a that time that allows SWD to participate in the daily grade level lessons most days a week.	SWD	
4.11			
4.12	Teachers will front load Key Math Vocabulary using BeGlad Strategies	EL ALL	

4.13	Academic Specialist and para schedule will include time to target math fluency with selected students.	ALL	
4.14	Students and classes will create math goals. Families will be informed of those math goals. Students earn incentives for meeting math goals. Ex: Student Store Class Trips	ALL	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Incentives
4.15	DLI teachers will revise assessments in order to allow students to show what they know in either language.	ALL EL Hispanic SWD	
4.16	DLI Teachers will revise language allocation plan to identify the language of instruction for math (per grade level) - this will increase instructional time, consistency, and give more students more time to acquire and use the targeted language	ALL EL Hispanic SWD	
4.17	Special education teacher will service DLI students in using the language of instruction	EL SWD	
4.18	Math assessment data will be reviewed during staff meetings throughout the year	ALL	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Across math scores overall dropped K, 1, 3, 4 and 5 as noted in the end of year benchmarks. 2nd grade did grow by 20%.

On the CAASPP, number of ELs meeting or exceeding the standards did improve in 3rd and 5th grade. 5th Grade showed growth in each significant subgroup, except SWD.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will not allocate funds for a Math academic specialist to teach math to smaller group. This strategy did not impact scores.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Delete:
Remove AS for 4th grade math

Revised:
1st - 2nd students will take the IXL diagnostic assessment at least 1 time per trimester.
3rd-5th grade students will take the IXL diagnostic assessment monthly and set growth goals.
Staff will participate in Professional Development that targets the following areas:

Math Best Practices

Students and classes will create math goals. Families will be informed of those math goals.

Students earn incentives for meeting math goals.

New:

DLI Teachers will revise language allocation plan to identify the language of instruction for math (per grade level) - this will increase instructional time, consistency, and give more students more time to acquire and use the targeted language

Math assessment data will be reviewed during staff meetings throughout the year

Special education teacher will service DLI students in using the language of instruction

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners
English Learners Making Progress Towards Reclassification

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students advancing at least one level between 1st - 3rd grade.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Level 4s who are reclassified	100%	100%
ELPAC	55% of Level 1 EL students moved to Level 1 or Higher 34% of Level 2 EL students moved to Level 3 or Higher 33% of Level 3 EL students moved to Level 4	60% of Level 1 students will move to level 2. 40% of Level 2 students will move to level 3. 44% of Level 3 students will move to level 4
Fall of 2025 CA Dashboard	61.8% EL making progress (moving a level or maintaining a level 4) - Fall 23	Maintain Levels

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	All English Learners (ELs) will receive Designated ELD that will be taught using core content (ELA, Math, Social Science and Science) Each grade level will identify time Designated ELD	EL SWD Hispanic SED	
5.3	Newcomers will meet with an academic specialist for 30 minutes per day. Goals is to provide language, cultural and technology support.	EL SWD Hispanic SED	4800 Donations 2000-2999: Classified Personnel Salaries Newcomer Academic Specialist
5.4	Certificated staff was trained in BeGLAD strategies in June 2023. School will renew access to training videos for the 24-25 School Year. Teachers will have 3 half days per year to help plan and prepare units. Teachers will meet with the BeGLAD coach for 2 of those release days. Teachers will also use common release time plan units. Staff will develop school wide implementation expectations.	EL SWD Hispanic SED	5600 Title I (0620) 2000-2999: Classified Personnel Salaries Subs for BeGLAD Planning 2000 Donations 4000-4999: Books And Supplies BeGLAD Materials 4550 Title I (0620) 5800: Professional/Consulting Services And Operating Expenditures Renew Training Videos
5.5	Monitoring meetings will be held for all newcomers and at risk students. Language focus goals will be selected to address the 4 domains of EL proficiency.	EL SWD Hispanic SED	
5.6	Principals will conduct "data chat" meetings with parents, students and teacher for all Level 4 students. Reclassification criteria will be reviewed and student data will be shared. Goals will be drafted to support student progress.	EL SWD Hispanic SED	
5.7	Parents of English Learners who have not made progress on the ELPAC for 2 consecutive school years will be personally invited to participate in the Latino Family Literacy Project classes. Classes will help students and parents create a reading routine at home. Classes will teach parents how to support the development of their child's reading skills by providing reading strategies. Also, the classes will focus on the development of English vocabulary.	EL SWD Hispanic SED	
5.8	Reclassification process will be explained to parents during ELAC meetings. Parents will also receive tips on how they can help their child make ongoing growth.	EL SWD Hispanic SED	

5.9	Grade Level ELD times will be implemented. This will allow teachers to collaborate and share students in order to best offer targeted designated ELD.	EL SWD Hispanic SED	
5.10	For 4th and 5th grade ELs with IEPs, reclassification will be discussed during the annual IEP meetings to determine if the student's disability is impacting English proficiency.	EL SWD Hispanic SED	
5.11	The MTSS process will be initiated for students who dropped a level on the ELPAC or have not made a progress in two years to identify areas of support necessary and review previous interventions.	EL SWD Hispanic SED	
5.12	Staff will participated in PD targeting the specific needs of EL Examples: CABE DLI Conferences Workshops hosted by VCOE	EL SWD Hispanic SED	See Goal 1
5.13	School and district personnel will continue to engage in professional development, consultation, and collaboration to expand the Spanish-English Dual Language Immersion Program.	EL SWD Hispanic SED	See Goal 1 - PD
5.14	In collaboration with the classroom teacher, para educators will provide targeted support to students who received a 1s, 2s, Ds, and Fs on the the report card.	EL SWD Hispanic SED	
5.15	Promote reading incentives for students Examples: Book It Community Programs WIGs - Leader in Me Reading Medals	EL SWD Hispanic SED	
5.16	Principal, outreach assistant and outreach coordinator will host focus group discussions with EL parents to gain a better understanding of needs.	EL SWD Hispanic SED	
5.17	Create opportunities for EL families to volunteer in class or attend special events their students classrooms throughout the year. This will Foster Home-School Connections	EL SWD Hispanic SED	
5.18	Offer Parent Education, guest speakers during Thursday Night tutoring.	EL SWD Hispanic SED	
5.19	Teachers in TK-5 will continue to visit nearby DLI schools to observe best practices.	EL SWD Hispanic SED	

5.20	New DLI Teachers will be invited to attend the La Cosecha Conference in New Mexico to further their knowledge of DLI and learn best practices from professionals across the nation.	EL SWD Hispanic SED	See Goal 1 PD
5.21	Teachers will participate in 3 District planned professional development days that will target UDL strategies for ELs - PD will be planned and presented by CAFE consultants	EL SWD Hispanic SED	Other 5800: Professional/Consulting Services And Operating Expenditures District PD
5.22	Newcomers in grades 3-5 will receive structured reading instruction using SIPPS, Heggerty, other supplemental material.	EL	
5.23	3rd-5th grade teachers will intentionally incorporate the Science of Reading principles when assessing and planning reading instruction. Diagnostics assessments will be used to identify gaps.	EL SWD Hispanic SED	
5.24	Teachers will identify and target key grade level academic language.	EL SWD Hispanic SED	
5.25	Review BeGLAD Strategies during staff meetings	EL SWD Hispanic SED	
5.26	Teachers will review the practice ELPAC test during staff meetings to identify additional ways they can incorporate test practice into their daily lessons (integrate and designated ELD)	EL SWD Hispanic SED	
5.27	Teach classroom lessons that address test taking stamina, reducing test taking anxiety and test taking strategies. Incorporate school counselor.	EL SWD Hispanic SED	
5.28	In grades 3-5, offer incentives for positive attendance and effort during the testing window.	EL SWD Hispanic SED	See Goal 1 Incentives
5.29	Award certificates for students who achieve reclassification	EL SWD Hispanic SED	100 Donations 4000-4999: Books And Supplies Medals

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

100% of students who received a 4 on the 22-23 ELPAC were reclassified by June 2024. The numbers of students advancing one level or per year dropped. The most significant dropped was in the students who scored a 2 during the 22-23 school year. Only 34% of those students made growth. We saw the most significant growth in 4th grade. 75% of students advanced one ELPAD level.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Medals were not purchased for the reclassification ceremony. Students did receive a certificate and a celebration reception was hosted in June.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The following strategies were added:
Teachers will participate in 3 District planned professional development days that will target UDL strategies for ELs - PD will be planned and presented by CAFE consultants
3rd-5th grade teachers will intentionally incorporate the Science of Reading principles when assessing and planning reading instruction.
Diagnostics assessments will be used to identify gaps.
Teachers will identify and target key grade level academic language.
Teach classroom lessons that address test taking stamina, reducing test taking anxiety and test taking strategies.
Incorporate school counselor.
In grades 3-5, offer incentives for positive attendance and effort during the testing window.
Newcomers in grades 3-5 will receive structured reading instruction using SIPPS, Heggerty, other supplemental material.

The following strategies were modified:
School will renew access to training videos for the 24-25 School Year.
Teachers will have 3 half days per year to help plan and prepare units. - Less days
Teachers will meet with the BeGLAD coach for 2 of those release days.
Parents of English Learners who have not made progress on the ELPAC for 2 consecutive school years will be personally invited to participate in the Latino Family Literacy Project classes. Classes will help students and parents create a reading routine at home. (Targeted group)
Teachers will review the practice ELPAC test during staff meetings to identify additional ways they can incorporate test practice into their daily lessons (integrate and designated ELD)
New DLI Teachers will be invited to attend the La Cosecha Conference in New Mexico to further their knowledge of DLI and learn best practices from professionals across the nation. (Only invite teachers who haven't attended.)
All English Learners (ELs) will receive Designated ELD that will be taught using core content (ELA, Math, Social Science and Science) - (Previous strategy didn't specify content areas)

The following strategies will be removed:
All TK-5th grade teachers were invited to attend the Summer 2023 Spanish DLI CAFE Institute.
Teachers will identify pros/cons of various online platforms that target the needs of ELs and incorporate the use of the platforms during daily instruction. Teachers will select a platform they want to adopt.
Use the ADEPT assessment to identify language needs in 2nd and 3rd grade.
Utilize BeGLAD Strategies to Address UDL Checkpoint 8.3 -Foster collaboration and community - During EDL

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$313,219.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$132,927.00

Subtotal of additional federal funds included for this school: \$132,927.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0010	\$12,804.00
OTRM	\$32,076.00
4EEF	\$400.00
7EEF	\$300.00
Donations	\$77,600.00
Other	\$6,437.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$7,300.00
Title I (0620)	\$43,375.00

Subtotal of state or local funds included for this school: \$180,292.00

Total of federal, state, and/or local funds for this school: \$313,219.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
OTRM	32076	0.00
Title I	132927	0.00
4EEF	400	0.00
7EEF	300	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	12,804.00
OTRM	32,076.00
4EEF	400.00
7EEF	300.00
Donations	77,600.00
Other	6,437.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,300.00
Title I	132,927.00
Title I (0620)	43,375.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	181,277.28
2000-2999: Classified Personnel Salaries	45,550.00
4000-4999: Books And Supplies	14,416.72
5000-5999: Services And Other Operating Expenditures	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	52,675.00

None Specified

8,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	0010	4,150.00
4000-4999: Books And Supplies	0010	2,954.00
5000-5999: Services And Other Operating Expenditures	0010	200.00
None Specified	0010	5,500.00
1000-1999: Certificated Personnel Salaries	OTRM	23,913.28
4000-4999: Books And Supplies	OTRM	1,362.72
5000-5999: Services And Other Operating Expenditures	OTRM	6,800.00
5800: Professional/Consulting Services And Operating Expenditures	4EEF	400.00
5800: Professional/Consulting Services And Operating Expenditures	7EEF	300.00
1000-1999: Certificated Personnel Salaries	Donations	15,000.00
2000-2999: Classified Personnel Salaries	Donations	35,800.00
4000-4999: Books And Supplies	Donations	4,600.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	22,200.00
1000-1999: Certificated Personnel Salaries	Other	1,437.00
4000-4999: Books And Supplies	Other	5,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,800.00
1000-1999: Certificated Personnel Salaries	Title I	132,927.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	8,000.00

2000-2999: Classified Personnel Salaries	Title I (0620)	5,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I (0620)	29,775.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	237,348.72
Goal 3	58,820.28
Goal 5	17,050.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:





- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Erica Ultreras	Principal
Maria Melendez	Other School Staff
Natalia Mclure	Parent or Community Member
Michelle Adler	Classroom Teacher
Aniqa Courtney	Parent or Community Member
Anne Carle	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/4/22.

Attested:



Principal, Erica Ultreras on 9/4/24



SSC Chairperson, Michelle Adler on 9/4/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023